

A close-up photograph of a hands-on workshop activity. In the foreground, a pair of hands is carefully placing a small wooden block onto a larger, partially constructed wooden structure. The structure is built from numerous light-colored wooden blocks of various sizes, some stacked to form larger cubes. The workspace is a wooden table covered with a green cutting mat featuring a white grid pattern. Scattered around are more wooden blocks, a white glue bottle with a blue cap, and a pencil. The background is slightly blurred, showing more of the workshop environment.

March–June 2026

Bowmans Cross Youth Engagement

Foreword

We are forever mindful at Urban&Civic that the communities we craft will become home not just to our first residents but to successive generations for decades to come. We have a corresponding responsibility to anticipate. Listening to young people and acting upon their clearly articulated priorities and opinions is part of the right way to go about ensuring that lasting delivery. This project provided a valuable opportunity to do exactly that.

Reading through the ideas in this booklet, I have been struck by the thoughtfulness, creativity and optimism shown by the children and young people who took part. Their contributions remind us that great places are not simply about homes and infrastructure but, just as much, about creating communities where people can connect, thrive and feel a sense of belonging. What stands out most is how strongly our respondents care about the environment. They understand and relish the profound sense of freedom, connection, and personal growth that access to the outdoors can provide. That passion is perfectly matched by a fierce commitment to protecting and preserving the environment for

future generations. Again and again, participants spoke about the importance of nature, green spaces, waterways and biodiversity. Their focus on climate change, sustainability and creating places that support both people and wildlife is genuinely inspiring. It reflects a generation that understands the challenges ahead but also the joys of the present.

I was also much encouraged by the emphasis placed on inclusion and community. Our respondents told us that they want a neighbourhood that works for everyone, where people of different ages and backgrounds can come together, spend time outdoors, be active, support their wellbeing and enjoy the benefits of nature.

I hope everyone who took part now knows that their views matter and that they have a real role to play in shaping the places of the future. My sincere thanks go to every young person and teacher who contributed their time, enthusiasm and imagination.

Seeing is believing. In ten years time, let us gather together again to see just what has been collectively achieved.



Nigel Hugill

Chief Executive
Urban&Civic



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chapter 1

Introduction

This booklet outlines a unique moment in spring 2026, when 135 children, across 5 schools, aged from 8-18 years old were invited to contribute their ideas for a proposed new neighbourhood in Hertsmere.

In the pages that follow you can learn more about:

- Who the pupils are
- What they did in the creative workshops
- What they think about their local area
- Their hopes for a future neighbourhood in their area

Bowmans Cross

Bowmans Cross has been identified as the location for a sustainable new community of up to 5000 homes, to help meet future housing needs in the local area. The site is part of the Tyttenhanger Estate to the south of Colney Heath, and east of London Colney down to the M25.

Urban&Civic is leading the design, development and delivery of Bowmans Cross. They have been undertaking engagement with the local community to help shape the plans.

At Urban&Civic, green spaces are planned right from the start — not added at the end. That means parks, play areas, walking and cycling routes, wildlife habitats and community spaces are designed alongside new homes, schools and local facilities. These places help people stay active, spend time outdoors, connect with neighbours and enjoy nature close to where they live.



Illustrative proposals: Bowmans Cross local centres.
Visit the project website www.bowmanscross.co.uk



chapter 2

The Workshops

Workshop activities were designed to enable the children and young people to both share their current lived experience of the area, and to imagine future possibilities that could be brought about through the development.

- Reflecting on lived experience
- Mapping amenities
- Designing communal spaces
- Urban designing the village centre

The Workshops

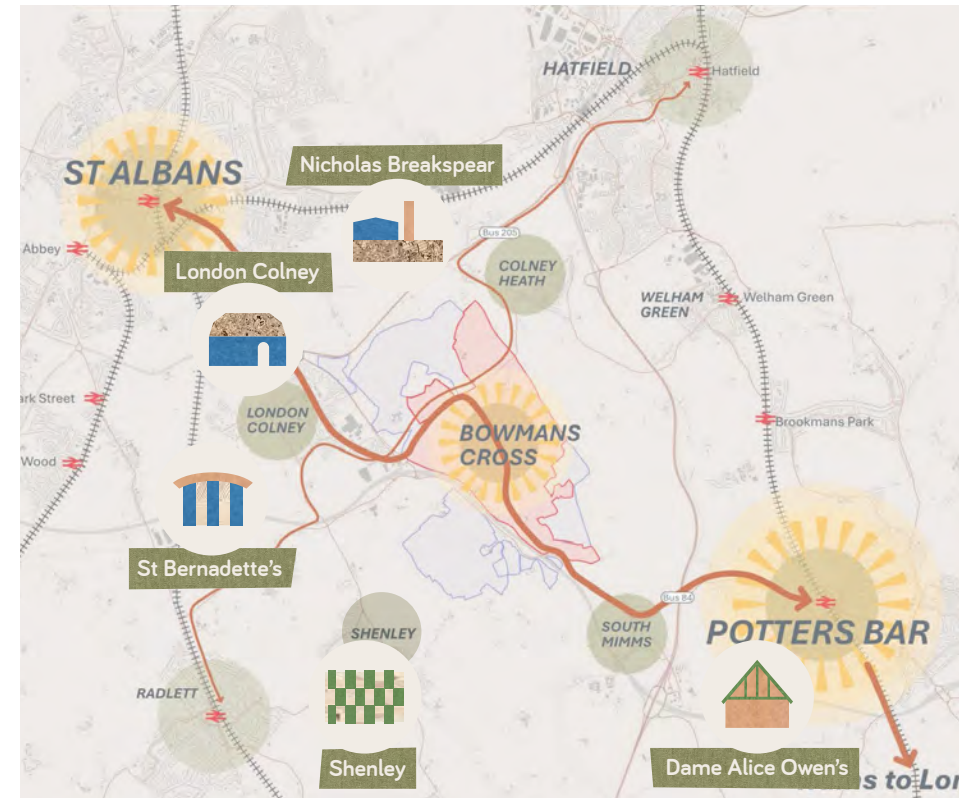
Urban&Civic is very keen for local young people to contribute ideas for the new neighbourhood they are creating at Bowmans Cross, building on research that shows that the vast majority of young people have never been asked about the future of the places where they live, but most would like to be.

The outreach involved five schools in a wide range of areas surrounding the site. The school children have ranged in age from Year 4 primary to Year 12 secondary, 8 year olds to 18 year olds, thereby harnessing the views of both younger children, and teenagers. Crucially, this development may be where the children involved buy or rent their first home.

The students who took part came from the following schools:

- St Bernadette Catholic Primary School, London Colney
- Dame Alice Owen's School, Potters Bar
- Nicholas Breakspear Catholic School, St Albans
- London Colney Primary School, London Colney
- Shenley Primary School, Shenley

A big thank you to all the children, young people and teachers who took part.



Bowmans Cross in the context of schools who took part

Aims & Learning Outcomes

The full day in-school workshops all took the same format to enable the collection of comparable data and insights around lived experience. Each school was also given the challenge to collectively design the potential community amenities for the village centre, and to bring these together in 1:100 models. The workshop plan at the bottom of this page shows how each activity built on the previous one to enable to completion of an ambitious piece of urban design.

- Greater understanding of the built environment industry and the roles within it
- Awareness of how new communities are created and shaped
- Improved analytical skills from listening, reflecting and discussing
- Better dexterity, designing and model making skills: the ability to bring to life what is in their imaginations
- Stronger skills in visual and oral presentation and increased confidence
- Increased wellbeing from feeling proactively listened to about changes in their local area

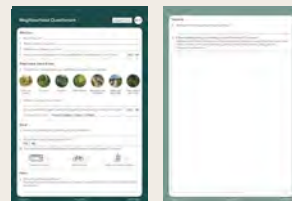
Workshops Structure



Built environment introduction



Local area & Bowmans Cross



Reflections / lived experience



Amenities mapping



Model making



Planning the village centres together





chapter 3

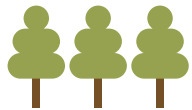
What We Heard

This chapter outlines the overall feedback and outputs from each school workshop:

- St Bernadette Catholic Primary School, London Colney
- Nicholas Breakspear Catholic School, St Albans
- Dame Alice Owen's School, Potters Bar
- London Colney Primary School, London Colney
- Shenley Primary School, Shenley

What we heard

Through discussions, questionnaires, mapping exercises and model-making, participants shared what they value about their local area, what they feel is missing, and their aspirations for a future neighbourhood:



Nature and green space matter to young people

Across all age groups, children prioritised access to nature, wildlife, trees, parks, ponds, meadows and places to explore outdoors. Many wanted Bowmans Cross to provide stronger connections with nature than they currently experience.



Opportunities for young people are important

There was a strong desire for places to meet, play, exercise and spend time with friends, including playgrounds, skate parks, pump tracks, youth spaces and sports facilities.



Health, wellbeing and community facilities are valued

Students frequently identified health centres, gyms, community spaces, cafés and local shops as important elements of a successful neighbourhood.



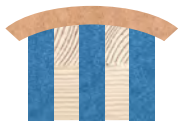
Safe, walkable neighbourhoods were a priority

Young people wanted amenities close to homes, connected by safe walking and cycling routes. Many viewed active travel as an important part of everyday life and wanted community facilities within easy reach.



A future community should be inclusive and accessible

Older students in particular discussed accessibility, diversity and creating places that work for everyone. Across the workshops there was a strong emphasis on designing a neighbourhood that feels welcoming, connected and family-friendly.



St Bernadette Catholic Primary School

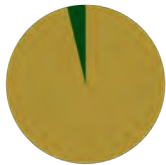
Given this was the first workshop, the Year 5 students at St Bernadette's were intrepid pioneers, testing out the workshop methodology. They engaged with it wholeheartedly and shared some brilliant ideas. There was a clear eagerness for a neighbourhood that would enhance people's access to nature.



Key Points & Demographics

- Year 5
- 29 students
- Thursday 19 March
- 1.5km to Bowmans Cross / London Colney
- Cross curricula, project based learning about place

Access to green space

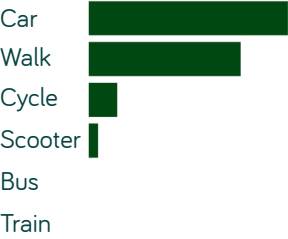


Yes ■ No ■

What is it?



How do you get to school?



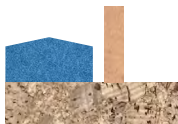


“...a one in a million opportunity!”

– Year 5 student, St Bernadette’s
Catholic Primary







Nicholas Breakspear Catholic School

This was our largest group, working with all the current Year 10 Design & Technology GCSE students. As the oldest age group of young people too, they were able to grasp the reality of the development. The overarching sentiment was excitement about the potential of this new neighbourhood, and the opportunities it could afford them.



Key Points & Demographics

- Year 10
- 40 students
- Wednesday 25 March
- 2km to Bowmans Cross / St Albans
- Design & Technology and Art & Design

Access to green space

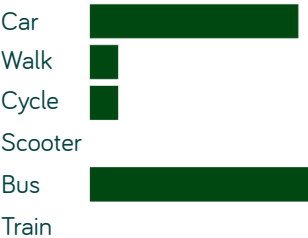


Yes No

What is it?



How do you get to school?







“The architecture workshop was a fantastic opportunity for our 3D Design students. It was an absolute pleasure to take part and we look forward to future workshops!”

– Hannah Coogan, Head of Design & Technology





Dame Alice Owen's School

Similarly to Nicholas Breakspear, this workshop took place in the Design & Technology workshop so the students were able to benefit from wood working tools when making their models. It was heartening to see lots of thought given to accessibility, and also healthy debate about how to ensure new neighbourhoods are designed with everyone in mind.



Key Points & Demographics

- Year 9
- 23 students
- Wednesday 20 May
- 2.7km to Bowmans Cross / Potters Bar
- Careers and Design & Technology

Access to green space



Yes ■ No ■

What is it?

Garden	■
Park	■
Other	■

How do you get to school?

Car	■
Walk	■
Cycle	■
Scooter	■
Bus	■
Train	■





What would you like to see more of in your local area?

“Green area, youth centres, trees, flowers, water with rocks to get across, fruit&veg”

– Year 9 student at Dame Alice Owen’s School



London Colney Primary

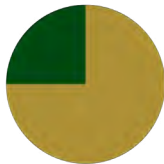
As the school closest to Bowman's Cross, not unsurprisingly, there was familiarity about the plans for a new community. Students were focused throughout and demonstrated clear active thinking. Their overarching preoccupation was with open, green, natural spaces and access to water for wild swimming.



Key Points & Demographics

- Year 4
- 26 students
- Tuesday 2 June
- 1km from Bowmans Cross / London Colney
- Cross-curricula

Access to green space

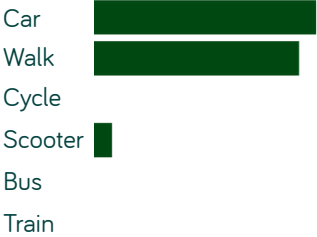


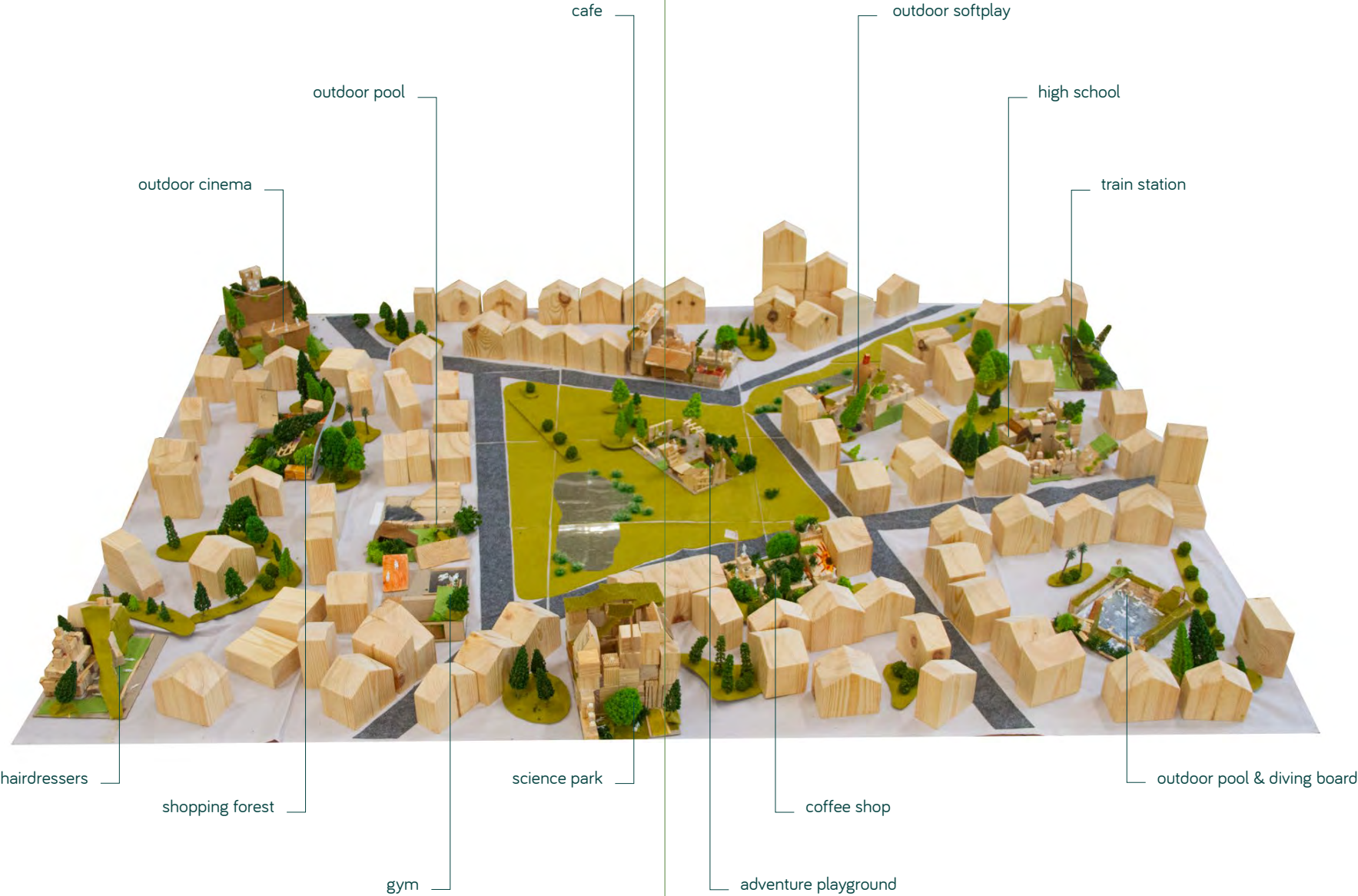
Yes ■ No ■

What is it?



How do you get to school?





What would you like to see more of?

“Hills, slides, flowers, swings, horse riding, playgrounds and trees”

– Year 4 students at London Colney Primary School





Shenley Primary School

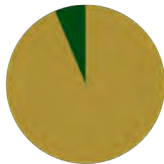
Our final workshop and again it was incredibly insightful with beautiful ideas contributed. Some of the young people flagged that they play online and this is something that should be considered, both in terms of the importance of the home environments, but also in terms of other amenities to encourage engagement in the real world too.



Key Points & Demographics

- Year 5
- 17 students
- Monday 18 June
- 2.6km from Bowmans Cross / Shenley, Radlett
- Cross curricula; conversational links to democracy

Access to green space



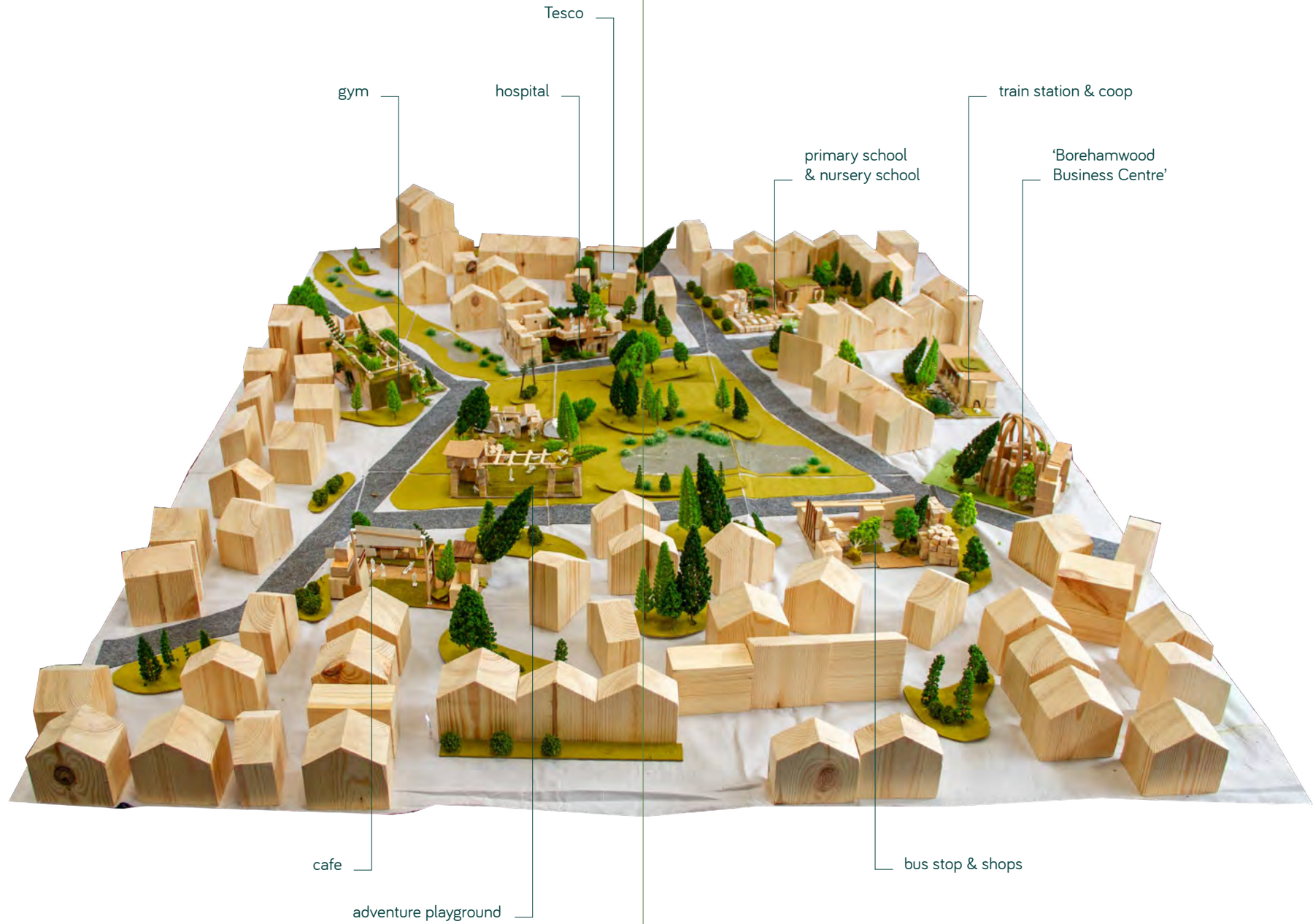
Yes No

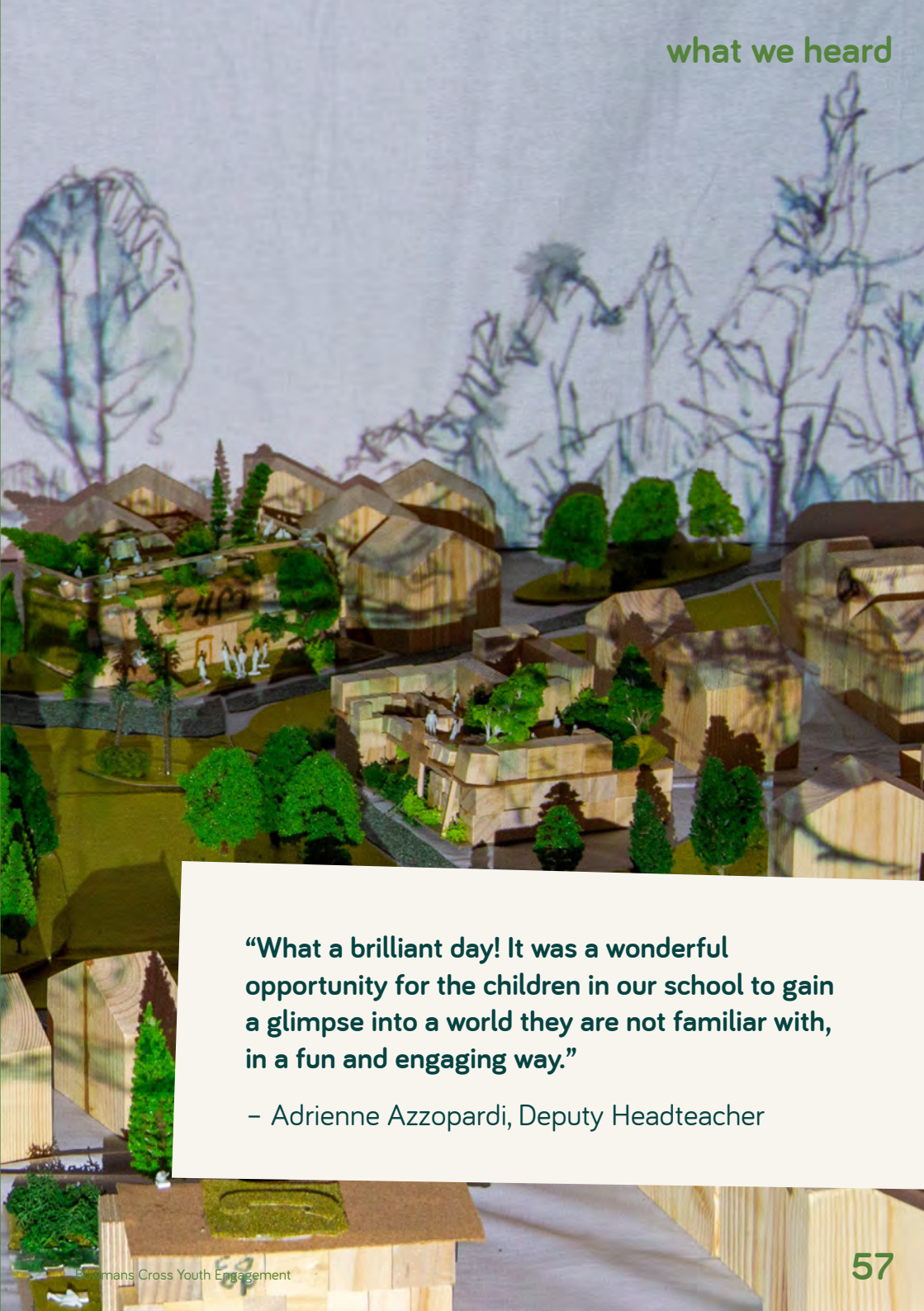
What is it?



How do you get to school?





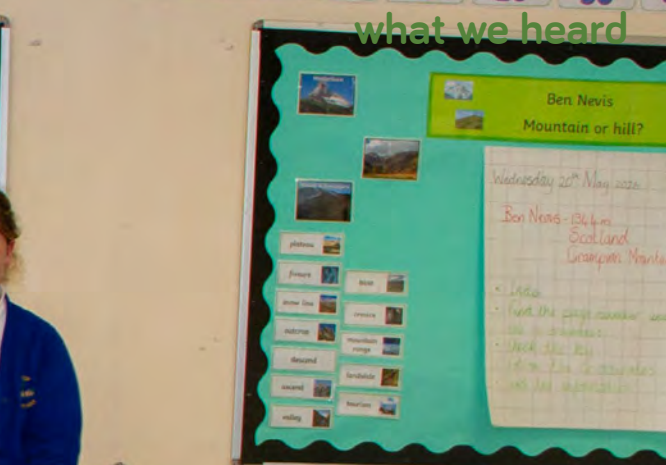


“What a brilliant day! It was a wonderful opportunity for the children in our school to gain a glimpse into a world they are not familiar with, in a fun and engaging way.”

– Adrienne Azzopardi, Deputy Headteacher



Handwritten notes on a whiteboard, including the title "what we heard" and several lines of text in cursive script.



Planning the Village Centres Together

The students worked in whole class teams to design a potential example of a village centre for Bowmans Cross. They presented their individual designs for the various places that could come together to make up the village centre, and then had listened, negotiated and agreed on where each one would go, replicating a design team meeting. They then added wooden blocks to represent the housing and trees to complete their imagined neighbourhoods.



Village Centres

Comparison between schools of the village centre arrangements and emerging themes. All groups valued the village green itself, recognising the importance of access to green space.



St Bernadette Catholic Primary

The students were keen to introduce additional areas of green so that all the homes have access to nature on their doorstep.



Shenley Primary School

This group were keen to ensure easy, walking connections between all the main community places & amenities, clustering them around the village green.



Dame Alice Owen's School

In terms of how they placed their housing, these students tried to create variety: Some denser areas with flats and smaller homes, and some larger homes for families.



Nicholas Breakspear Catholic School

Students acted very collaboratively, giving consideration to which community spaces should be close together, and which further apart. For example they grouped busier and potentially noisier spaces together such as the skate park and pump track, and put transport hubs near to places of work.



London Colney Primary School

Students here were keen to spread the community facilities throughout the development to ensure everyone has access to amenities near to their home.

Amenities Mapping

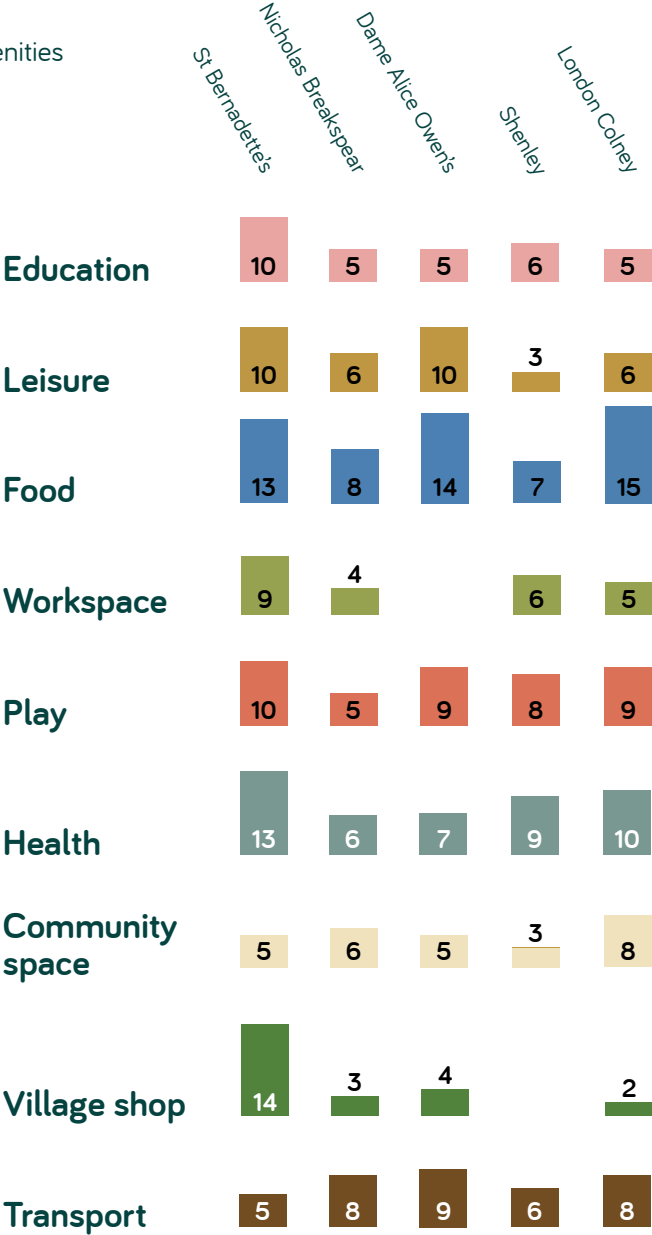
Nine key building and place typologies were identified: Education, leisure, food, workspace, play, health, community space, village shop and transport. Students were asked to pick their first, second and third priority and to position the respective labels on a map of a proposed village centre.





Mapping of Bowmans Cross Village Centre showing students' top three priorities for community amenities, and where they think they should be located.

Graph of children's priorities for the amenities in the village centre



What's missing in your area?



A small local park, open to everyone
- Year 5 student, Shenley Primary School



Cycle track & parks
- Year 10 student, Nicholas Breakspear



A park with access to water
- Year 5 student, Shenley Primary School



A place with no light pollution for stargazing
- Year 10 student, Nicholas Breakspear



Waterpark
- Year 5 student, St Bernadette's



Interactive sculpture park
- Year 9 student, Dame Alice Owen's School



Duck pond and ice cream
- Year 5 student, St Bernadette's



Bike trails and access to water
- Year 9 student, Dame Alice Owen's School

What's missing in your area?



A beach
- Year 4 student, London Colney Primary



Youth centre, swimming pool & mega bench
- Year 9 student, Dame Alice Owen's



Sports pitches
- Year 5 student, Shenley Primary School



Swings and flowers
- Year 4 student, London Colney Primary



Duck pond and gardens
- Year 5 student, Shenley Primary School



Wildlife centre, bike trail & cafe in the woods
- Year 10 student, Nicholas Breakspear



Allotments, communal gardens and meadows
- Year 9 student, Dame Alice Owen's



Tree house, stepping stones and first aid
- Year 9 student, Dame Alice Owen's School



chapter 4

Impact & Next Steps

The workshops have provided a valuable opportunity to understand what matters most to younger people in the area, particularly in relation to open spaces, recreation, movement, community facilities and the overall character of the new neighbourhood. These insights were shared with the design team and considered alongside feedback from the wider community.

Their ideas and priorities have informed the design process, ensuring that the needs of children and young people are considered alongside the wider community.

The exercise also helped the children and young people involved develop an understanding of placemaking and planning.



As the project progresses, we will continue to engage with schools and young people, providing opportunities to see how their ideas have influenced the emerging plans and to contribute to future stages of the project. The aim is to ensure that Bowmans Cross becomes a place that works for current and future generations alike.



Designs for the village centre reflecting the young people's ideas for community spaces



appendix a

Detailed Feedback

This section outlines the full range of outputs and outcomes from the workshops with the young people.

Reflections and Lived Experience

The activity sheets asked the children and young people similar questions to those being asked of adults in wider consultation events. It also asked them to identify something they feel is missing in their local area, for Urban&Civic to reflect upon in their vision.



Neighbourhood Questionnaire

Urban&Civic

M+F

About you

1. How old are you?
2. Which school do you go to?
3. Which town or village do you live in?
4. Have you heard of a proposal for a new neighbourhood called Bowmans Cross? Circle **YES / NO**

Green space, nature & play

5. Circle the top 3 natural features you would like to see more in your local area



Community gardens



Woodland



Meadows



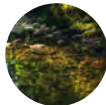
Wildlife habitats



Natural play areas
for children



Walking and
biking trails



Water (streams
and ponds)

6. Where do you play at the moment?
.....
7. Do you have access to green space (park or garden) without having to travel in a car? Circle **YES / NO**
If so, what is it? Circle **PRIVATE GARDEN / PARK / OTHER:**

Travel

8. How do you currently get to school or go to visit your friends?
.....
9. Do you like this way of getting around? Why?
YES / NO
.....
10. If you don't like it, which of the following modes of transport would you prefer? Tick below



Frequent bus service



Safe cycle routes



Better pavements and walkways

Home

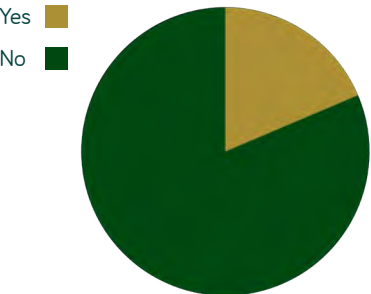
11. Where do you feel most at home?
This does not have to be your own home, or it might be. It could be a youth club, sports club, friend's home or elsewhere.
.....

Your area

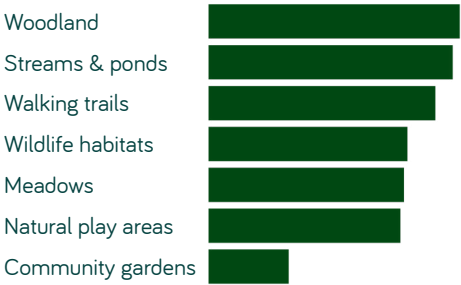
12. What are the best things about living in your area?
.....
13. Is there anything missing, or something you would like more of in your area?
Examples could include more access to the countryside via better cycle ways and walking routes, more outdoor activities, better sports facilities, a youth club, more wildlife habitats, shops, cafes etc.
Draw your response below

Data from lived experience

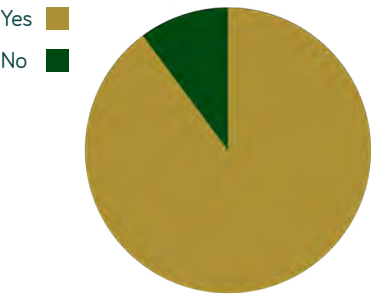
1. Have you heard of Bowmans Cross?



2. What are the top 3 natural features you'd like to see at Bowmans Cross?



3. Do you have access to green space?



4. If yes, what is it?

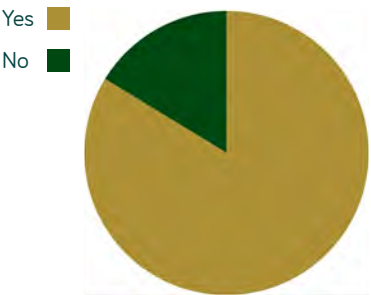


* In cases where students picked 'Other' they elaborated that this was often fields or woodland near their home.

5. How do you get to school?



6. Do you like this way of getting around?



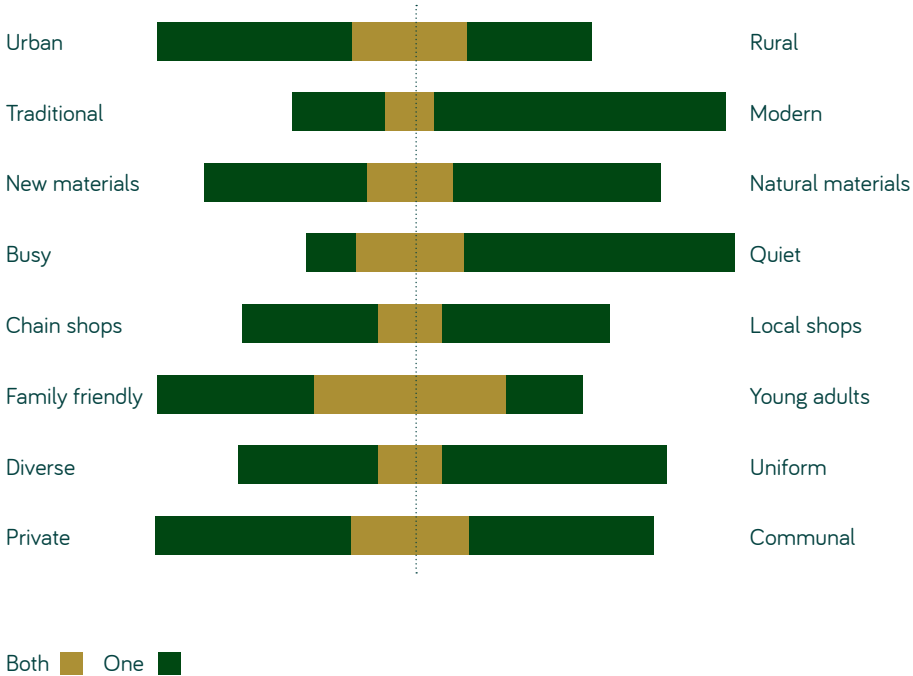
Why?

Those children who travel by car say they like that it is fast and reliable. However those children who cycle and walk say they enjoy that it keeps them healthy and it's more sociable.

7. If no, what would you prefer?



8. What should the new development feel like?





appendix b

Model Gallery

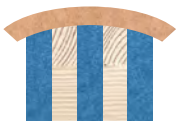
View all the 1:100 models made by the 135 students, proposing ideas for the village centre at Bowmans Cross.

Model Making

Building on the mapping, in pairs, pupils were given a place type at random. Each pair then designed and created a 1:100 model of that space, using a pre-agreed palette of materials and scale people. Materials included cork, card, felt, bamboo sticks, mirror board & lots of scale people.

A photo of each child's model is included in this section.





VILLAGE CENTRE MODELS

St Bernadette Catholic Primary School



Office landscape with towers



Nursery with enclosed garden



Restaurant with slide and fish pond - every week the top buyer gets a medal on the podium



Health centre



Campsite with picnic area and views to greenery on all sides



Open-air swimming pool



Cafe and play space



Workshops embedded in a landscape



Cafe with a green wall



Human-shaped museum



Aquatic nature reserve



Big Bob's Pound Shop



Gymnasium surrounded by trees and walking space

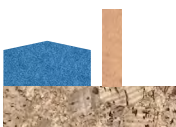


Woodland play centre



Park and cafe with a pond and allotment area

VILLAGE CENTRE MODELS



Nicholas Breakspear Catholic School



Nursery school with roof garden, inspired by Japanese design



Wildlife reflection pool



Primary school with a green roof and garden landscape gazebos



Youth club with outdoor sports including table tennis and pool



Park and community green space with places for cycling and walking



Skate park



'Ruby Cafe' that sells Greek food



Solar-powered, flexible work space



Shopping arcade with play and solar power



Leisure centre including a hotel, pond and green space



Health centre with an astro turf sports pitch on the roof



Indoor karting track with solar panels on the roof and built of low carbon materials



Community pump track

VILLAGE CENTRE MODELS



Dame Alice Owen's School



Gym, swimming pool and tennis court



Food stall and eating area. There is tiered, sheltered seating around the food stalls and gathering area.



Office block with a roof garden. It has solar panels and is fully accessible.



Play landscape incorporating a skate park and pavilions within natural surroundings



Library, community space and cafe



Train station with a bridge connecting the platforms, a roof garden and community lounge



GP clinic with an accessible green roof and parking



Cafe and gym surrounded by outdoor play



Primary school



Arcade of shops with underground parking and play spaces



Secondary school arranged around a courtyard

VILLAGE CENTRE MODELS



London Colney
Primary



Outdoor pool with diving board



Top secret science park



Shopping forest



Outdoor pool and 'slip-n-slide'



Outdoor soft play landscape



Park-side train station



Adventure playground with swings, roundabout and climbing wall



Zoned high school with an emphasis on play, set within a natural landscape



Coffee shop also selling burgers



Hairdressers and indoor pool



Gym with a pool



Cafe with a roof terrace and viewing tower



Outdoor cinema

VILLAGE CENTRE MODELS



Shenley Primary School



Leisure gym with a garden and benches



'Borehamwood Business Centre'



Nursery school and primary school with lots of outdoor things



Hospital with mental wellbeing garden



Bus stop including shops, seating and nature in between



'Adventure World' for making friends, hanging out and doing fun activities



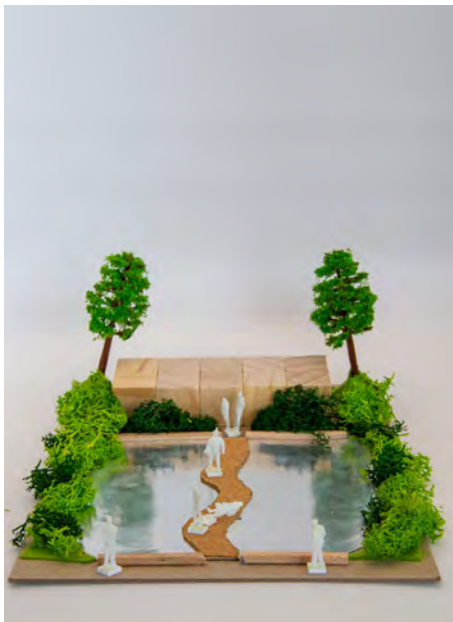
Tesco surrounded by trees and bushes



Cafe, car park and landscape



Train station complete with a Coop shop





appendix c

Common Themes Across the Models

The following pages show the common themes across all the models the young people made:

- Education
- Leisure
- Food
- Workspace
- Play
- Health
- Community space
- Village shop
- Transport

Education

All students thought that education was an important part of the village centre. They created nurseries primary schools, and also a couple of secondary schools. There was general consensus that future young people living in Bowmans Cross would welcome the opportunity to be able to walk or use active travel to get to school.

- 3 nursery schools
- 3 primary schools
- 2 secondary schools



Secondary school: Buildings around a green courtyard. Model by Year 9 students at Dame Alice Owens Secondary School.



Primary school. Model by Year 9 students at Dame Alice Owen's Secondary School.



Nursery school with roof garden. Model by Year 10 students at Nicholas Breakspeare Catholic School.

Leisure

This typology has generated the greatest diversity of spaces and places. Most relate to sport related activities – often in nature – but a few students were interested in how culture could be included within the village centre through the potential of a local museum or outdoor cinema.



Indoor karting track with solar panels on the roof and built of low carbon materials. Model by Year 10 students at Nicholas Breakspear Catholic School.



Human-shaped museum. Model by Year 5 students at St Bernadette's Catholic Primary School.



Campsite with picnic area. Model by Year 5 students at St Bernadette's Catholic Primary School.

Leisure

Range of leisure typologies suggested:

- 1 campsite
- 1 indoor karting track
- 1 leisure centre
- 1 museum
- 1 outdoor cinema
- 3 outdoor swimming pools
- 1 tennis court



Gym, swimming pool and tennis court. Model by Year 9 students at Dame Alice Owen's School.



Outdoor cinema. Model by Year 4 students at London Colney Primary School.



Open air swimming pool. Model by Year 5 students at St Bernadette's Catholic Primary School.



Outdoor pool with diving board. Model by Year 4 students at London Colney Primary School.

Food

By far the greatest number of designs are for cafes, demonstrating a clear desire by young people to have access to both sit-in and takeaway food within Bowmans Cross. There were also suggestions for a pop up market with food stalls and even a restaurant. Interestingly no students took up our suggestion of creating allotments but perhaps that it is because their age group typically use these less.



Coffee shop that also sells burgers. Model by Year 4 students at London Colney Primary School.



Cafe and gym surrounded by outdoor play. Model by Year students at Dame Alice Owen's School.



Cafe in a park with a pond and allotment area. Model by Year 5 students at St Bernadette's Catholic Primary School.

Workspace

There is quite a mixture of responses to work space, but there is a clear leaning towards spaces for service type jobs rather than manual ones.

- 2 office blocks
- 1 flexible working space
- 1 business centre
- 1 group of workshops
- 1 science park



Solar-powered flexible work space. Model by Year 10 students at Nicholas Breakspear Catholic School.



Office block with roof garden. Solar panels and fully accessible. Model by Year 9 students at Dame Alice Owen's School.



'Borehamwood Business Centre'. Model by Year 5 students at Shenley Primary School.

Play

Given the wide range of age groups we engaged with, it is no surprise that there is an even split of play spaces between those aimed at younger children, and those for older groups such as skate parks and pump tracks.

- 2 adventure playgrounds
- 3 skateboarding parks
- 1 outdoor softplay
- 1 woodland play park



Woodland play centre. Model by Year 5 students at St Bernadette's Catholic Primary School.



Play landscape in anturle surroundings with a skate park and pavilions. Model by Year 9 students at Dame Alice Owen's School.



Outdoor soft play. Model by Year 4 students at London Colney Primary School.

Health

All the young people were broadly in agreement that the village centre at Bowmans Cross should have a GP or health centre. A large proportion also saw the value in having a gym, demonstrating an awareness of wanting to be able to stay healthy and active.

- 3 GP clinics / health centres
- 3 gyms



Health centre with green roof astro pitch. Model by Year 10 students at Nicholas Breakspear Catholic School.



Gym with pool. Model by Year 4 students at London Colney Primary School.



Gymnasium surrounded by trees and walking space. Model by Year 5 students at St Bernadette's Catholic Primary School.

Community Space

Similarly to the leisure typology, there was a broad range of interpretations of spaces for community. The full list can be seen below. The greatest consensus was that the community should have access to nature and wildlife, very much aligning with the vision for Bowmans Cross.

- 3 spaces for nature and wildlife
- 1 youth space
- 1 library
- 1 hairdressers



Community space with cafe and library. Model by Year 9 students at Dame Alice Owen's School.



Aquatic nature reserve. Model by Year 5 students at St Bernadette's Catholic Primary School.



Wildlife reflection pool. Model by Year 10 students at Nicholas Breakspear Catholic School.



Youth club with outdoor sports, including table tennis and pool. Model by Year 10 students at Nicholas Breakspear Catholic School.

Village Shop

Across the workshops there was a tangible split between children and young people than wanted recognisable chain shops, and those who proposed independent shops. All the young people welcomed the integration of green space into the shopping experience, perhaps on the way to or from the shop, even if not possible within the shop itself.

- 3 groups of independent shops within landscapes
- 2 chain shops



Shopping arcade with play. Model by Year 10 students at Nicholas Breakspear Catholic School.



'Big Bob's Pound Shop'. Model by Year 5 students at St Bernadette's Catholic Primary School.



Tesco with trees and bushes. Model by Year 5 students at Shenley Primary School.

Transport

This typology perhaps presents the greatest challenge. Nearly all the young people wanted forms of independent mobility, but a lot of young people had more negative connotations with bus networks. Quite a few proposed train stations but they realise this is out of scope of the proposed development.

- 3 train stations
- 1 bus stop



Bus stop with shops, benches and nature. Model by Year 5 students at Shenley Primary School.



Train station in landscape with a bridge connecting the platforms, roof garden and lounge. Model by Year 9 students at Dame Alice Owen's School.



Parkside train station. Model by Year 4 students at London Colney Primary School.

With thanks to

- St Bernadette Catholic Primary School
- Nicholas Breakspear Catholic School
- Dame Alice Owen's School
- Shenley Primary School
- London Colney Primary

Visit the project website
www.bowmanscross.co.uk

Urban&Civic

Urban&Civic create new neighbourhoods where people can live, learn, work and play. We work with local communities to design places with homes, schools, parks, shops and green spaces that people can enjoy for many years to come.

Since becoming part of the Wellcome Trust in 2021, we have continued to focus on creating great places that help communities grow and thrive. We believe young people have important ideas about the future, which is why we want to involve them in shaping the neighbourhoods we build.

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MATT+FIONA is an architecture education organisation that trusts and supports children and young people to create more inclusive and representative spaces and places. Since 2016 they have worked with leading community and cultural organisations, universities and schools to create and deliver more than 30 buildings, installations and meanwhile spaces, collaborating with more than 4,000 young people across the UK.

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